

Berry Shoals Intermediate

300 Shoals Road
Duncan, South Carolina 29334

Grades	4-6 Elementary School	
Enrollment	806 Students	
Principal	Michael A. Powell	864-949-2300
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. James Corne	864-949-2350

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	40	12	1	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No
2005	Good	Below Average	No
2006	Average	Average	No

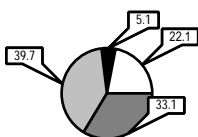
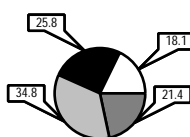
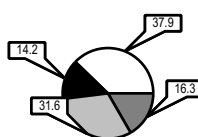
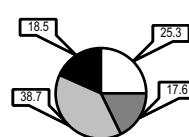
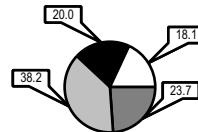
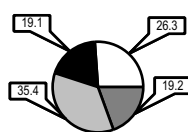
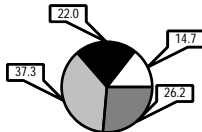
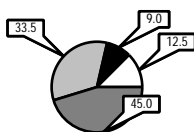
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	821	100.0	22.1	39.7	33.1	5.1	50.9	Yes	Yes
Gender									
Male	426	100.0	25.6	38.7	31.6	4.1	46.6	N/A	N/A
Female	395	100.0	18.5	40.8	34.6	6.2	55.5	N/A	N/A
Racial/Ethnic Group									
White	551	100.0	16.6	38.1	39.3	6.0	58.2	Yes	Yes
African American	203	100.0	38.1	41.8	17.5	2.6	32.0	No	Yes
Asian/Pacific Islander	32	100.0	7.1	53.6	32.1	7.1	50.0	I/S	I/S
Hispanic	31	100.0	30.8	42.3	26.9	0.0	46.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	691	100.0	13.2	41.6	39.2	6.0	59.8	N/A	N/A
Disabled	130	100.0	69.7	29.5	0.8	0.0	4.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	821	100.0	22.1	39.7	33.1	5.1	50.9	N/A	N/A
English Proficiency									
Limited English Proficient	32	100.0	29.0	48.4	22.6	0.0	29.0	I/S	I/S
Non-Limited English Proficient	789	100.0	21.8	39.3	33.5	5.3	51.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	344	100.0	38.0	42.8	17.9	1.3	31.6	No	Yes
Full-pay meals	477	100.0	11.2	37.6	43.5	7.7	64.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	821	99.9	18.0	34.8	21.4	25.8	60.4	Yes	Yes
Gender									
Male	426	100.0	18.5	33.9	19.0	28.6	61.0	N/A	N/A
Female	395	99.7	17.5	35.8	23.9	22.8	59.7	N/A	N/A
Racial/Ethnic Group									
White	551	100.0	13.0	32.9	23.4	30.8	68.1	Yes	Yes
African American	203	100.0	33.5	38.7	16.0	11.9	37.6	Yes	Yes
Asian/Pacific Islander	32	100.0	3.6	35.7	25.0	35.7	75.0	I/S	I/S
Hispanic	31	96.8	20.0	44.0	20.0	16.0	60.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	691	99.9	9.6	35.2	24.7	30.5	69.1	N/A	N/A
Disabled	130	100.0	62.3	32.8	4.1	0.8	13.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	821	99.9	18.0	34.8	21.4	25.8	60.4	N/A	N/A
English Proficiency									
Limited English Proficient	32	96.9	13.3	43.3	20.0	23.3	56.7	I/S	I/S
Non-Limited English Proficient	789	100.0	18.2	34.5	21.4	25.9	60.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	344	99.7	30.8	42.0	17.6	9.6	42.9	Yes	Yes
Full-pay meals	477	100.0	9.2	29.9	24.0	36.9	72.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	821	99.8	37.7	31.7	16.3	14.2	30.5
Gender							
Male	426	99.8	35.5	30.5	17.5	16.5	34.0
Female	395	99.7	40.1	33.1	15.1	11.8	26.9
Racial/Ethnic Group							
White	551	99.8	27.9	33.9	19.8	18.4	38.2
African American	203	100.0	63.4	25.3	7.7	3.6	11.3
Asian/Pacific Islander	32	100.0	28.6	35.7	14.3	21.4	35.7
Hispanic	31	96.8	52.0	32.0	16.0	0.0	16.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	691	99.7	30.1	34.5	19.1	16.3	35.4
Disabled	130	100.0	77.9	17.2	1.6	3.3	4.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	821	99.8	37.7	31.7	16.3	14.2	30.5
English Proficiency							
Limited English Proficient	32	96.9	46.7	33.3	13.3	6.7	20.0
Non-Limited English Proficient	789	99.9	37.4	31.7	16.4	14.5	31.0
Socio-Economic Status							
Subsidized meals	344	99.7	58.0	28.8	9.6	3.5	13.1
Full-pay meals	477	99.8	23.8	33.7	20.9	21.6	42.5

Social Studies							
All Students	821	99.8	25.1	38.8	17.6	18.5	36.2
Gender							
Male	426	99.8	23.4	36.5	19.3	20.8	40.1
Female	395	99.7	26.9	41.1	15.9	16.1	32.0
Racial/Ethnic Group							
White	551	99.8	19.0	37.4	20.7	22.9	43.6
African American	203	100.0	41.8	40.7	8.8	8.8	17.5
Asian/Pacific Islander	32	100.0	21.4	39.3	17.9	21.4	39.3
Hispanic	31	96.8	28.0	48.0	20.0	4.0	24.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	691	99.7	18.9	39.9	19.9	21.3	41.1
Disabled	130	100.0	57.4	32.8	5.7	4.1	9.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	821	99.8	25.1	38.8	17.6	18.5	36.2
English Proficiency							
Limited English Proficient	32	96.9	40.0	30.0	20.0	10.0	30.0
Non-Limited English Proficient	789	99.9	24.5	39.1	17.5	18.9	36.4
Socio-Economic Status							
Subsidized meals	344	99.7	42.0	39.1	10.9	8.0	18.9
Full-pay meals	477	99.8	13.4	38.5	22.2	25.8	48.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	261	99.6	24.6	37.5	35.8	2.1	37.9
	5	233	100.0	19.6	44.2	34.8	1.3	36.2
	6	293	100.0	27.0	45.0	23.8	4.3	28.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	281	100.0	24.3	36.3	35.2	4.1	39.3
	5	275	100.0	22.4	44.3	30.6	2.7	33.3
	6	265	100.0	19.5	38.6	33.3	8.5	41.9
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	261	100.0	17.8	33.6	27.4	21.2	48.5
	5	233	100.0	17.4	40.6	19.6	22.3	42.0
	6	293	100.0	14.9	38.7	24.5	22.0	46.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	281	100.0	21.3	34.1	17.2	27.3	44.6
	5	275	99.6	20.5	38.6	15.7	25.2	40.9
	6	265	100.0	11.8	31.7	31.7	24.8	56.5
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	261	100.0	40.2	31.1	16.6	12.0	28.6
	5	233	100.0	35.7	33.9	13.4	17.0	30.4
	6	293	100.0	37.9	31.2	17.7	13.1	30.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	281	100.0	35.2	26.6	21.0	17.2	38.2
	5	275	99.3	40.3	33.6	11.5	14.6	26.1
	6	265	100.0	37.8	35.4	16.3	10.6	26.8
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	261	100.0	16.6	42.3	22.0	19.1	41.1
	5	233	100.0	22.3	43.3	16.1	18.3	34.4
	6	293	100.0	32.3	38.7	16.0	13.1	29.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	281	100.0	23.6	34.8	21.3	20.2	41.6
	5	275	99.3	25.3	40.3	13.4	20.9	34.4
	6	265	100.0	26.4	41.5	17.9	14.2	32.1
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 806)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.2%	Down from 0.3%	1.9%	2.8%
Attendance rate	97.3%	Up from 97.2%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.4%	0.0%	0.0%
Eligible for gifted and talented	20.4%	Down from 25.1%	18.0%	10.4%
On academic plans	33.3%	N/AV	25.5%	33.6%
On academic probation	4.3%	N/AV	2.1%	1.0%
With disabilities other than speech	12.9%	Up from 12.2%	7.2%	7.5%
Older than usual for grade	0.5%	Down from 0.8%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n= 59)				
Teachers with advanced degrees	69.5%	Down from 72.9%	56.9%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.3%	N/A	1.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	90.2%	Up from 88.6%	89.2%	87.3%
Teacher attendance rate	95.2%	Down from 95.9%	94.7%	94.9%
Average teacher salary	\$45,960	Up 4.0%	\$44,027	\$42,485
Prof. development days/teacher	12.9 days	Up from 12.8 days	11.8 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 15.8 to 1	20.2 to 1	18.6 to 1
Prime instructional time	91.4%	Down from 92.3%	90.3%	89.7%
Dollars spent per pupil*	\$6,017	Up 0.3%	\$5,999	\$6,557
Percent of expenditures for teacher salaries*	69.7%	Down from 71.4%	65.7%	64.0%
Percent of expenditures for instruction*	73.2%		70.0%	69.1%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Berry Shoals Intermediate School is one of two intermediate schools serving grades four through six in Spartanburg School District Five. The school houses approximately 820 students served by 86 faculty and staff members. Berry Shoals is unique in that we are a true transition school. The programs, policies, and practices that guide the school come from a combination of elementary and middle school ideas. This combination helps us to best serve our students, bridging the difficult gap between elementary school and middle school. Berry Shoals receives fourth graders from all four district elementary schools. We have twelve classrooms on each of our grade levels.

In 2005-2006 we completed our fifth year of operation and it was a year filled with celebration. Our students continue to demonstrate excellence in academics and service learning. Dedicated students, teachers, administrators and parents share the school's focus on learning. As a result, innovation, active learning and multiple enrichment opportunities are all part of the Berry Shoals culture. The staff feels strongly that a teacher's personal role in developing a child's life is reflected in our school and state test scores.

Berry Shoals was one of 138 elementary and middle schools across South Carolina recognized for closing achievement gaps in PACT language arts and math in 2005. This year, over 300 science projects competed in our science fair. Thirty-four projects were selected to be judged at the Piedmont Region II Fair hosted by USC Upstate. Eight of those projects were winners. Berry Shoals was home to the Lt. Governor's Writing Award district winner, as well as the district spelling bee champion (who also completed the first round in the national spelling bee in Washington, DC). Finally, Chrystal Phillips, our Teacher of the Year, was also selected as the District Five Teacher of the Year.

Although Berry Shoals prides itself on its strong academic practices, the students at Berry Shoals also excel in the arts. Almost 100% of the students at Berry Shoals had the opportunity to perform on stage in the areas of drama, music, chorus, orchestra or band, or through the display of visual arts. Band students auditioned and were selected to participate in region band. Orchestra and band students participated in the Solo and Ensemble Festival. Both the band and orchestra received a Superior Rating at their concert festivals. Several students were also recognized for their artistic talents, winning county and state poster contests that highlighted areas such as recycling and safety.

Our school continues to stress character education and to promote a safe and drug-free environment. This year, the school theme was Minding our Manners. This school-wide initiative focused on the positive aspects and the importance of using good manners in all areas of life. Service is an important part of the culture and climate at Berry Shoals. Throughout the school year, eight service-learning projects were completed in all three grade levels, including two school-wide projects that supported Jump Rope for Heart and Relay for Life. Berry Shoals is proud of the students, staff and parents for all their hard work in making service to the school and community a success.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	59	242	183
Percent satisfied with learning environment	100.0%	89.5%	89.4%
Percent satisfied with social and physical environment	100.0%	92.5%	86.7%
Percent satisfied with school-home relations	94.9%	92.9%	76.2%

*Only students at the highest elementary school grade level at this school and their parents were included.